# DIRECTIONS

# FOR THE SCHOOL SUPERINTENDENCY

# IN ALBERTA

Findings and Recommendations of the

Superintendent Qualifications Committee

November 1988

Annelie Speidelsbach

Alberta EDUCATION

ALBERTA SCHOOL TRUSTEES ASSOCIATION

Conference of Alberta School Superintendents

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Craig Roxburgh, Alberta Education, Planning & Policy Secretariat (Chairman)
Frank Blonke, Alberta Education, Edmonton Regional Office
Dick Daly, Alberta Education, Edmonton Regional Office
Karen Egge, Alberta School Trustees' Association
Wilf Green, Alberta Education, Planning & Policy Secretariat
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Annelie Speidelsbach

## CONTENTS


1. INTRODUCTION 1

2. TOWARDS A LEADERSHIP ROLE FOR SUPERINTENDENTS 2

- Skills of superintendents 2
- Personal characteristics 2
- Task areas 3
- Environmental factors -- people 3
- Environmental factors -- situational variables 3
- A leadership role for superintendents 4

3. DIRECTIONS FOR THE FUTURE 7

- Qualifications of superintendents 7
- Initial training 8
- Certification 8
- Recruitment & selection 9
- Contract of employment 9
- Professional development 9
- Evaluation 10

4. SUMMARY AND CONCLUDING REMARKS 11

APPENDIX A: A leadership role for superintendents for today and for the future -- findings of a survey of Alberta school board chairmen and superintendents, July 1988

APPENDIX B: Issues in the superintendency -- findings of a survey of Alberta school board chairmen and superintendents, July 1988

## INTRODUCTION

The importance of the superintendent in establishing and maintaining an effective school system has long been recognized in Alberta. As the chief executive officer or chief education officer in an Alberta school jurisdiction, it is the responsibility of the superintendent to administer the school system in an effective and efficient manner, and provide leadership in the implementation of changes that will result in the best possible education for Alberta students.

In recent years, the superintendency has become more demanding and complex. Board chairmen and trustees, principals, Alberta Education managers, other superintendents, special interest groups and the tax-paying public all have their own expectations of superintendents. A better educated public and trusteeship, and a more complex economy require superintendents to be politically astute and business oriented. Principals and local interest groups, on the other hand, demand more input into instruction and more active involvement in school decision-making. At the same time, Alberta Education, in keeping with its leadership role, produces an ever-increasing flow of reports, evaluations and reviews.

In the midst of all this, the superintendent is expected to demonstrate not only competence, but leadership. He must not only maintain an effective school system, but show direction in its development. He must be visible in the community, and able to articulate a vision and a mission.

With ever increasing demands on the superintendency, the need to examine the position and define a desirable role for the superintendent in Alberta became increasingly clear.

The first step was the circulation, in April of 1987, of a discussion paper based on dissertation research being conducted at the University of Alberta by Wilf Green. Titled "An Evolving Role for Alberta School Superintendents," this discussion paper identified the tasks, skills and personal characteristics and environmental influences which might be relevant to the superintendency, and suggested how these elements might be brought together to produce a role definition for Alberta school superintendents.

The Superintendent Qualifications Committee held its first meeting on February 26, 1988. Established as a joint committee of Alberta Education, the Alberta School Trustees' Association (ASTA) and the Conference of Alberta School Superintendents (CASS), the purpose of the Committee was to study and generate recommendations regarding future directions for the superintendency in Alberta.

The study began in earnest in June of 1988, when a survey questionnaire was sent to 253 Alberta superintendents and board chairmen. Respondents were asked: (1) to define a leadership role for superintendents by choosing from the lists provided what they believed to be the three most important skills, personal characteristics, tasks, and people and situational factors for superintendent performance today and in the future; and (2) to express an opinion on selected issues of concern to the superintendency by indicating agreement or disagreement on a scale of 1 to 5 with statements concerning education, experience, certification, recruitment and selection, professional development, evaluation, and legislation.

Respondents were encouraged to qualify their answers, and space was provided at the end of the questionnaire for additional comments. In addition, to aid in the interpretation of results, respondents were asked to indicate whether they were board chairmen or superintendents, and the type and size of the school jurisdiction they served.

The rate of return was 72.7%, and findings were available at the end of July. In September of 1988, the Committee began circulating the results of its deliberations, as well as draft amendments to the Superintendent of Schools Regulation of the School Act.

This report presents the recommendations of the Superintendent Qualifications Committee, in light of the survey findings together with other relevant information. Its intention is to spearhead further discussion of the issues surrounding the superintendency, with the ultimate aim of generating changes that will result in a functional and evolving role for the school superintendent in Alberta.

## TOWARDS A LEADERSHIP ROLE FOR SUPERINTENDENTS

It is the belief of the Superintendent Qualifications Committee that the goal of the education system in Alberta, and all those involved with it, is to provide the best possible education for Alberta students. The superintendent of schools plays a key role, a leadership role, in achieving this goal.

Leadership is defined as the capacity to guide others. It can be further defined through a special emphasis on certain skills, characteristics and tasks. In addition, the behavior of the superintendent is influenced by environmental factors, which is to say by the people he serves, and by the particular situation in which he finds himself. The above provides the conceptual framework for the consideration of the role of the superintendent. Each superintendent brings personal characteristics and skills to the job, which, together with other people and factors in the environment, come together to establish his role.

The first section of the survey of June 1988 asked respondents to define a leadership role for superintendents of schools by selecting from the lists provided the three most important skills, characteristics and tasks of the superintendent for today and the future. In addition, they were asked to choose the three most influential human and situational variables affecting the behavior of superintendents. (See Appendix A for a complete tabulation of survey findings.)

### Skills of the superintendent

The skills of the superintendent are those abilities he has developed which enable him to function as a superintendent. Research has identified that a superintendent needs to have the ability to:

Gather information*
Analyze information, break information into separate parts
Synthesize information, put ideas together
Interpret information
Use theory, new ideas and procedures
Be sensitive to feelings and needs of others
Listen to others
Learn from others
Resolve conflicts
Take risks
Influence others
Make decisions
Delegate responsibilities
Organize
Speak clearly
Write clearly
Introduce changes

*(All lists are presented in random order as they were presented in the questionnaire.)

When presented with this list and asked to select the three most important skills for today's superintendent and for the future, respondents selected making decisions, organizing, and resolving conflicts as the three most important skills for the superintendent of today. They predicted that making decisions would continue to be the most important skill in the future, and two new skills would rise to the forefront. These new skills were synthesizing information and being sensitive to the feelings and needs of others. In the words of one board chairman, "People skills are becoming more and more a major requirement of superintendents."

### Personal characteristics

Each superintendent possesses personal characteristics which enhance his ability to carry out certain tasks. A superintendent needs to be:

Adaptable, flexible
Well-groomed
Ambitious
Trustworthy, dependable, sincere
Approachable
Caring, concerned
Persistent, persevering
Stress tolerant
Confident
Intuitive, spontaneous, instinctive
Consistent, fair
Intelligent
Creative, imaginative
Humorous, witty
Enthusiastic
Ethical, moral, principled
Pragmatic, practical

Confronted with this list, respondents selected trustworthiness and ethical behavior as the two most important characteristics both for today and for the future. Stress tolerance was considered to be the third most important characteristic for today's superintendent, and adaptability was ranked third for the future.

## Task areas

The position of superintendent of schools can be defined by general task areas. Superintendents are responsible for work done in a number of task areas, although they may not personally perform the work. In Alberta, the superintendent is responsible for:

Planning and policy development
Bus transportation
Evaluation
Student services
Working with trustees
Facilities
Public relations
District programs
Managing staff
Business management

Asked to rate the importance of task areas, respondents chose planning and policy development in first place and working with trustees in second place for both today and the future. Evaluation was considered to be today's third most important task area, and public relations was predicted to become the third most important task area in the future.

## Environmental factors — People

The expectations of others help to determine the role of a superintendent of schools. Superintendents have expectations of themselves. Other people, particularly those people who work closely with superintendents, also have expectations of superintendents.

The expectations of people are affected by the positions they occupy. According to the Green dissertation research, superintendents, deputy superintendents and Alberta Education managers hold similar expectations of the superintendent. Board chairmen and principals have expectations that are different from those of superintendents and provincial officials, however, and each have expectations that are different from those of the other. Principals, for example, do not appear to desire a high degree of superintendent involvement in evaluation activities, whereas chairmen do.

In all, a superintendent is influenced by:

Alberta Education managers
Board chairmen
Deputy superintendents
Parents
Pressure groups
Principals
Secretary-treasurers
Students
Teachers
Board of trustees

The board of trustees, principals and Alberta Education managers were selected as the most influential people in the world of today's superintendent. In the future, the board of trustees, parents and principals will be the predominant groups.

A superintendent responded with the following comments about trustees:

> The trusteeship has changed as a result of the election of single issue trustees. Changes introduced by Alberta Education have caused trustees to move cautiously. Superintendents have inherited the job of salesmen to sell trustees on concepts.

Another superintendent commented on Alberta Education managers as follows:

> I believe that Alberta Education should be more forceful and demanding when they indicate something should be done. I find that while Alberta Education has stipulated what will happen if such and such isn't done, very seldom is the threat carried. For example, I came to a jurisdiction which did not have the five evaluation policies in place about one year after they were to have been done.

A chairman advised:

> Personally, I believe that a superintendent should be making educational decisions based on educational needs rather than on the political whims and considerations of trustees, pressure groups, or parents. Unfortunately, as I view it, pressure groups will be playing a greater role and not necessarily in the best interests of education.

## Environmental factors — Situational variables

That situational variables affect the role of the superintendent is certain. The amount of influence exerted by any given set of factors, however, is difficult to measure. Situational factors are closely interrelated, and would

seem to serve, more than other kinds of influences, to make each superintendency unique.

The importance of various tasks and task areas appears to vary depending on the size of a school system, and the type of jurisdiction, whether city district, town district, multiple district, school division or county. Research has shown that in jurisdictions of over 500 teachers, and in urban systems, superintendents tend to emphasize policy development and public relations, and are politically oriented towards working with trustees. Greater financial resources and a larger central office staff allow the superintendent of a larger system to delegate many tasks, making assistants responsible for speciality areas such as curriculum. Superintendents of smaller systems and rural systems, on the other hand, tend to spend more time working directly in the schools and in the community, and less time with trustees.

Each type of jurisdiction presents its own challenges. County superintendents have both educational and municipal priorities that require the superintendent to be more politically astute and business oriented than is perhaps required in other systems. Multiple district superintendencies require attendance at more board meetings and coordination of numerous activities spread over a large geographical area. Separate school systems give religion a higher priority than do public systems.

Finally, yet another situational variable is the fact that most superintendents in Alberta are locally hired by school boards, and that school boards are publicly elected every three years. After each election, there are new trustees. Depending on the number and orientation of the newly elected trustees, the effects on the superintendent can be substantial.

Respondents were given the following list of situational variables:

Financial resources
Election of board of trustees
Local appointment of superintendents
Media
Number of central office staff
Public or separate system
Rural or urban location
Size of school system
Type of school system

Financial resources, size of school system and election of trustees were selected to be the three most important situational factors influencing today's superintendent. Financial resources and size of school system will continue to be the top two situational variables in the future, and type of school system is predicted to become a third most important influence.

## A leadership role for superintendents

It is clear that the leadership role of superintendents will continue to evolve. Superintendents are expected to articulate a definite vision and mission for their organizations. A superintendent offered the following summary statement about leadership in the superintendency:

> When we talk about the superintendent's office, we are talking about leadership. A vision of the jurisdiction includes an understanding of where it should be and what should be done to intermediate goals. A superintendent needs to have an ability to synthesize, delegate and communicate. The distinguishing feature in leadership is visionary thinking and the ability to communicate a vision so that it is understood by those who should have a perspective of what is expected.

When asked to choose the three most important skills for today's superintendent, respondents said a superintendent should have the ability to make decisions, organize, and resolve conflicts, and in so doing he must exhibit trustworthiness and dependability. His behavior should be ethical, moral, principled. He should also be stress tolerant. Asked to choose the most significant tasks of the superintendent, respondents identified planning and policy development, working with trustees, and evaluation.

As to environmental factors, today's superintendent is influenced most strongly by the board of trustees, principals and Alberta Education managers. Situational factors of strongest influence are financial resources, the size of the school system and the fact that boards of trustees are elected.

The superintendent of the future will require many of the same skills, characteristics and task orientations that are required today, but there will be a new emphasis on human relations. A comparison of elements chosen to be most important to the role of the superintendent for today and for the future are shown in tabular form on the next page.

## A LEADERSHIP ROLE FOR SUPERINTENDENTS

| TODAY | FUTURE *(Changes)* |
|---|---|
| **Skills** | |
| A superintendent needs to have the ability to: | |
| 1) Make decisions | 1) same |
| 2) Organize | 2) ***Synthesize information*** |
| 3) Resolve conflicts | 3) ***Be sensitive to others*** |
| **Personal characteristics** | |
| A superintendent needs to be: | |
| 1) Trustworthy, dependable | 1) same |
| 2) Ethical, moral, principled | 2) same |
| 3) Stress tolerant | 3) ***Adaptable, flexible*** |
| **Task areas** | |
| A superintendent is responsible for: | |
| 1) Planning & policy development | 1) same |
| 2) Working with trustees | 2) same |
| 3) Evaluation | 3) ***Public relations*** |
| **Environment — People** | |
| A superintendent is influenced by: | |
| 1) Board of trustees | 1) same |
| 2) Principals | 2) ***Parents*** |
| 3) Alberta Education managers | 3) ***Principals*** |
| **Environment — Situation** | |
| A superintendent is influenced by: | |
| 1) Financial resources | 1) same |
| 2) Size of school system | 2) same |
| 3) Election of board of trustees | 3) ***Type of school system*** |

The superintendent of the future will still need to be skilled at decision-making, and will still have to be trustworthy, dependable and ethical in his behavior. The most important task areas will continue to be planning and policy development, and working with trustees. Ranked third in importance, however, in each instance, are people-related elements. Respondents predicted that the ability to resolve conflicts will give way to a more general need to be sensitive to the needs of others. Tomorrow's superintendent will need to be not merely stress tolerant, but adaptable and flexible. The third most important task of the superintendent, after planning and policy development, and working with trustees, will be public relations.

The behavior of superintendents will continue to be affected by the environment, and environmental changes can be viewed as a catalyst. As people and situations change, so the role of the superintendent will evolve. Respondents predicted that the board of trustees will continue to be the most significant influence on the superintendent. But in second and third place, parents will supercede principals in importance. While financial resources and the size of the school system will continue to be the most significant elements of a superintendent's unique situation, the type of school system will also become important.

A role for principals and teachers has already been defined in Alberta's new School Act, and the provinces of British Columbia, Saskatchewan, Manitoba, Nova Scotia and Newfoundland all define roles for superintendents in provincial legislation. In view of the evolving role of the superintendency in Alberta, **it is recommended that CASS and the ASTA develop a generic role description which emphasizes the leadership function of the superintendent as Chief Executive Officer of the board in helping to provide the best possible education for all students in the jurisdiction.** Such a role description would provide directions for the superintendency in Alberta, and form the basis for selection, recruitment and evaluation of school superintendents at the local level. It would be subject to modification at the local level. Individual superintendents and boards would adapt it to fit their own unique local requirements.

## DIRECTIONS FOR THE FUTURE

In addition to clarification of a desirable role for school superintendents in Alberta, the Committee sought direction in considering what changes should be brought about in such areas as preservice university programs, inservice programs, selection procedures and evaluation policy. The second section of the survey asked board chairmen and superintendents to express their opinions on selected issues in the superintendency. Respondents were asked, on a scale of 1 to 5, to indicate the extent of their agreement or disagreement with thirty-one issue statements which were grouped under the headings of role, education, experience, certification, recruitment and selection, professional development, evaluation, and legislation.

The following are the recommendations of the Committee concerning the future of the superintendency in Alberta in light of the survey findings together with other relevant background information and discussion. (The numbers in parentheses refer to the issue statements as listed in Appendix B, which presents a complete tabulation of survey findings.)

### Qualifications of superintendents

Current Alberta regulations specify that a superintendent of schools must have the following minimum combination of education and experience:

(a) a valid Alberta Teaching Certificate;

(b) five years teaching experience in Alberta or in a school system of equivalent standard;

(c) a Bachelor of Education degree or equivalent from the University of Alberta or from a university of equivalent standard; and

(d) one year of graduate study in a field acceptable to the Minister, either at a University in Alberta or at a university of equivalent standard.

It is worth noting that the majority of Alberta superintendents have more than the existing minimum provincial requirements. Cross Canada comparison reveals that four provinces require higher university requirements that Alberta, and five provinces require administrative experience, which is not a requirement in Alberta.

The majority of questionnaire respondents, both superintendents and board chairmen, believed that the minimum university qualification of superintendents should be a master's degree (4), and that university qualifications particular to education should be at the graduate level, either diploma or degree (5). They also preferred that superintendents have prior experience in education. The strongest preferences were for a minimum of five years teaching experience (8), and five years administrative experience in education (9). A board chairman emphasized the importance of experience in education as follows:

> What is more important for an administrator is he be an active education practitioner as a classroom teacher, a principal, etc. ...so that he is exposed to the practical administration environment.

The Committee gave careful consideration to a number of alternative combinations of education and experience, keeping in mind that while it is the responsibility of the province to regulate the minimum qualifications for superintendents, it is the responsibility of local school boards to hire the most suitable person for their own jurisdiction. While there is clearly a need for higher provincial minimum standards, these standards must allow for the diversity of local requirements.

**It is recommended that the Alberta Superintendent of Schools Regulation continue to require:**

**(a) a valid Alberta Teaching Certificate;**

**(b) five years teaching experience in Alberta or in a school system of equivalent standard; and,**

**(c) a Bachelor of Education degree or equivalent from the University of Alberta or from a university of equivalent standard.**

It is almost universally agreed, however, that a bachelor's degree supplemented by one year of graduate study is not a sufficient educational qualification for today's superintendent. **It is therefore recommended that "one year of graduate study..." be replaced with:**

**(d) a master's degree from a university in Alberta or from a university of equivalent standard.**

It should be noted that this degree may be in educational administration, in another field of education, or in some other appropriate field. While it has been argued that superintendents should be specialists in educational administration, since this is their main area of responsi-

bility, it has also been suggested that an M.B.A., for example, might be more appropriate for some superintendencies. This recommendation allows local boards to stipulate whatever graduate degree they might find suitable for their own jurisdiction.

**It is further recommended that the Alberta Superintendent of Schools Regulation require:**

**(e) administrative experience acceptable to the hiring board.**

While there is no doubt that administrative experience is desirable, how much and of what kind will clearly vary with the size and type of jurisdiction. While the majority of questionnaire respondents indicated a preference for five years experience or more, three years might well be more realistic for smaller or far northern jurisdictions which already experience difficulty in attracting qualified candidates. A jurisdiction in which the superintendent spends most of his time with school-based administrators will require a superintendent who is knowledgeable about the organization and operation of schools, and who should therefore be able to demonstrate administrative experience in an educational environment. A jurisdiction which requires more work with trustees and others from the private sector, on the other hand, might be better served by a superintendent who can demonstrate experience in business administration. While this recommendation makes some administrative experience mandatory, it gives local boards the freedom to specify the type and amount of administrative experience that is most suitable to their local situation. Perhaps the regulation should specify a minimum number of years, to indicate that zero years of administrative experience would not be acceptable. The committee suggests three years as a minimum.

Together the recommended changes will allow for a variety of academic and practical experience combinations in both education and administration. Local boards, in their hiring process, may add such additional requirements as they consider appropriate to their jurisdiction.

## Initial training

There are unique requirements for all administrative positions in the school system that are likely to warrant special course work. Superintendents are no exception. The superintendent spends more time working with trustees and is more involved in public relations activities, for example, than are other school administrators. Since superintendents are involved in different task areas than are other school administrators, they will need to use different skills and characteristics to do their jobs, and their training should foster and encourage the development of those specific skills and characteristics.

Questionnaire respondents agreed that Alberta universities should offer a special graduate program for superintendents and aspiring superintendents (6). They also indicated that university courses for administrators should emphasize skills development (7).

**It is recommended that CASS request Alberta universities to design a graduate program especially for school superintendents that is readily accessible throughout Alberta**. Such a program might take the form of a particular route through an M.Ed., Ph.D. or Ed.D. program.

## Certification

Response was neutral on the question of whether there should be a superintendent certificate in Alberta (10), on whether such a certificate should be optional or required for Alberta superintendents (12 & 13), and on whether it should be issued by Alberta Education or CASS (14). There was marked disagreement between chairmen and superintendents on whether certification should be dependent upon successful completion of a competency examination. Chairmen tended to favor the idea, while superintendents seemed to feel that the completion of minimum university and experience requirements should be sufficient qualification to earn a superintendency certificate (11).

One superintendent who strongly supported certification argued for a certification program which would be made up of courses instructed by tenured CASS members, "comparable to a doctorate in quality, but with emphasis on practical skill development as opposed to research." At the same time, however,

> The one caution that must be addressed is the possible creation of another educational bureaucracy. This must be avoided at all costs and the superintendents must have a sense of ownership in the development and implementation process of this certification program.

It is worth noting that while survey response in the area of superintendent certification was neutral, clear preferences emerged in the key related areas of education and experience requirements for superintendents. Since certification is necessarily dependent upon well defined

education and experience requirements, it would seem reasonable to address desirable change in these areas first. It may well be that a recognized path through a university graduate program and changes to provincial minimum qualifications, as recommended above, would make a superintendent certificate redundant.
The Committee is not prepared to recommend a superintendent certification program at this time.

### Recruitment and Selection

There was strong agreement that recruitment and selection of superintendents should be the responsibility of the board of trustees (15). Respondents also emphasized that verification of the qualifications of newly hired superintendents should be the responsibility of the hiring board, as opposed to Alberta Education or CASS (17). There was no significant agreement with the idea that appointment of superintendents should be subject to final approval by the Province (16). This suggests that local boards and the ASTA have developed a thorough recruitment process that works well, and that school boards should remain responsible for hiring their own superintendents.

**It is recommended: (a) that the ASTA continue to aid boards of education, on request, with recruitment of superintendents; and, (b) that qualifications be verified for acceptability by the hiring school authority prior to the appointment of a prospective candidate.**

In the interests of developing overall provincial criteria, and in determining a direction and leadership role for superintendents, however, **it is also recommended (c) that the ASTA and CASS develop interview criteria that may be used by local school jurisdictions in the selection and recruitment of superintendents.** School boards would remain responsible for hiring their own superintendents, but a list of criteria would assist them in hiring the best people possible and thus promote excellence in the Alberta superintendency.

### Contract of employment

Both chairmen and superintendent respondents felt there should be written contracts of employment between school boards and superintendents (18). Such contracts should include: a role description, designation as chief executive officer of the board, a compensation package, evaluation procedures, term of contract, liability insurance, termination clause and contract arbitration procedures. The level of agreement on the majority of the contract items was a high mean of greater than four (the highest possible mean was five). On individual contract items, however, the levels of agreement of chairmen were significantly lower than those of superintendents (19). Also, there was significant disagreement between chairman and superintendents on the statement that termination of superintendent contracts should be subject to final approval by the Province. Again, the level of agreement of chairman was significantly lower than that of superintendents (20).

There is no doubt that CASS and the ASTA should continue to develop model contracts of employment for superintendents that provide for the principles of natural justice, evaluation, mediation of disputes, etc. **It is the recommendation of the Committee that CASS and the ASTA continue to work cooperatively to aid superintendents and school authorities in determining the provisions of superintendents' contracts of employment.**

### Professional Development

There were two questions dealing specifically with professional development. For the first question, respondents indicated that regular professional development should be as agreed between boards and superintendents, rather than set down by provincial requirement (21). For the second, respondents indicated that the professional development needs of a superintendent should be determined by priorities established by the board and the superintendent at the beginning of an appraisal period (22).

While it is clear that responsibility for professional development of the individual superintendent should rest with the individual superintendent and his board, the need for avenues and means through which all superintendents might develop their skills is also clear.

Theory and knowledge acquisition is the strength of university programs, and should be accommodated in the early training of the aspiring superintendent as discussed above. In the area of skills development, however, the concepts of on-the-job training and probationary periods have been found to be beneficial in many professions, including education. The recent internship project of Alberta Education, for example, was found to be a successful endeavor for beginning teachers.

**It is the recommendation of the Committee that (a) first-time superintendents be required to complete a probationary period, the terms to be negotiated by**

**CASS and the ASTA.** Beyond this, the individual superintendent and his board should share responsibility for his professional up-grading and updating. **It is recommended (b) that incumbent superintendents be encouraged to complete a specified amount of professional development in a given amount of time — the amount of development and time to be determined by the superintendent and his hiring board.**

As to the question of what kind of development is necessary, or should be available to superintendents, professional development has long been recognized as a major responsibility of professional associations. **It is recommended, therefore, (c) that CASS be responsible for arranging professional development activities for superintendents. In addition, it is recommended (d) that the Alberta Consortium for the Development of Leadership in Education place a high priority on activities aimed at enhancing the skills of superintendents.** The Consortium could use experienced administrators, consultants and other personnel to deliver the necessary skills programs as identified by CASS.

**It is further recommended (e) that the ASTA, in cooperation with CASS, develop a leadership recognition program for superintendents.** Recognition of superintendents who are making outstanding contributions to education would encourage superintendents to make a deliberate effort to improve their skills and provide a goal for them to work toward. A recognition program would provide province-wide promotion of good ideas and strategies, helping superintendents raise their standards of performance. It would promote overall excellence in the superintendency, and raise the stature of superintendents as educational leaders in the community.

Finally, it should be noted that there are at least as many women in the teaching profession as there are men. In the interests of career equity, **it is the recommendation of the Committee (f) that deliberate effort be made to encourage all who are interested, both men and women, to develop their administrative skills and become superintendents.**

## Evaluation

Evaluation is a major issue in the superintendency. Who should evaluate the superintendent? How often and by what criteria?

The majority responded that a superintendent should be evaluated on an annual basis (23) upon criteria mutually agreed upon by the board of trustees and the superintendent (27). Such criteria should be based on task accomplishments and skills or abilities utilized by the superintendent. There was less preference for including personal characteristics and environmental variables as a basis for evaluation criteria but, interestingly, chairmen ascribed greater importance to these factors of performance than did superintendents (25).

Respondents indicated that a formal superintendent evaluation should involve the board of trustees, and self-evaluation by the incumbent superintendent. There was significantly less preference for including teachers, Alberta Education personnel, parents or an external superintendent in a formal superintendent evaluation (30). In addition, such an evaluation should utilize a prepared instrument or form (28), which should include a written narrative. The majority of chairmen believed it should also include a rating scale, while superintendents were slightly less in favor of this idea (29).

Finally, there was some agreement for the statement that the superintendent should be provided with the opportunity to evaluate the board, orally or in writing, with regard to board actions as they have affected his performance. Board chairmen were more in agreement with the statement than were superintendents (31).

It is the belief of the Committee that evaluation practices for all administrators could be improved through a cooperative effort to develop a sample performance assessment instrument. **It is recommended that the ASTA, in cooperation with CASS, develop a sample performance instrument for evaluating school superintendents.**

## SUMMARY AND CONCLUDING REMARKS

The role of the superintendent is evolving. It is a leadership role, and will continue to evolve as such. Leadership is the capacity to guide others, and the superintendent is expected to define and articulate a vision and a mission in the administration of his school system. Asked to define a leadership role for superintendents, Alberta board chairmen and superintendents identified the ability to make decisions, to organize, and to resolve conflicts as the most important skills of the superintendent. They said a superintendent must be trustworthy and dependable, and that his most important task is planning and policy development for his school jurisdiction. The superintendent of the future will require many of the same skills, characteristics and task orientations, but there will be a new emphasis on human relations.

The recommendations of the Superintendent Qualifications Committee are an attempt to address change in those areas where the June 1988 survey found strong agreement. Board chairmen and superintendents strongly endorsed the need to raise the education and experience requirements of superintendents, to emphasize skills development in university programs, and to require administrative experience of superintendents. They agreed that local boards should be responsible for recruitment and selection, including verification of qualifications, and that there should be written contracts of employment between school boards and superintendents. They also agreed that superintendents should be evaluated annually, the evaluation to involve the hiring board and the superintendent, and the evaluation criteria to be based on task accomplishments and skills utilized by the superintendent.

The following is a summary of the recommendations of the Superintendent Qualifications Committee.

1. Role:

   that the Conference of Alberta School Superintendents (CASS) and the Alberta School Trustees' Association (ASTA) develop a generic role description which emphasizes the leadership function of the superintendent as Chief Executive Officer of the Board in helping to provide the best possible education for all students in their school jurisdiction.

2. Qualifications:

   that the Alberta Superintendent of Schools Regulation require:

   (a) a valid Alberta Teaching Certificate;

   (b) five years teaching experience in Alberta or in a school system of equivalent standard;

   (c) a Bachelor of Education degree or equivalent from the University of Alberta or from a university of equivalent standard;

   (d) a master's degree from a university in Alberta or from a university of equivalent standard; and

   (e) administrative experience acceptable to the hiring board. (The Committee suggests three years).

3. Initial training:

   that CASS request Alberta universities to design a graduate program especially for school superintendents that is readily accessible throughout Alberta.

4. Recruitment & selection:

   (a) that the ASTA continue to aid boards of education, on request, with recruitment of superintendents;

   (b) that qualifications be verified for acceptability by the hiring school authority prior to the appointment of a prospective candidate; and

   (c) that the ASTA and CASS develop interview criteria that may be used by local school jurisdictions in the selection and recruitment of superintendents.

5. Contract of employment:

   that CASS and the ASTA work cooperatively to aid superintendents and school authorities in determining the provisions of superintendents' contracts of employment.

6. Professional development:

   (a) that first-time superintendents be required to complete a probationary period, the terms to be negotiated by CASS and the ASTA;

(b) that incumbent superintendents be encouraged to complete a specified amount of professional development in a given amount of time, the amount of development and time to be determined by the superintendent and his hiring board;

(c) that CASS be responsible for arranging professional development activities for superintendents;

(d) that the Alberta Consortium for the Development of Leadership in Education place a high priority on activities aimed at enhancing the skills of superintendents;

(e) that the ASTA, in cooperation with CASS, develop a leadership recognition program for superintendents; and

(f) that every effort be made to encourage all who are interested, both men and women, to develop their administrative skills and become superintendents.

7. Evaluation:

that the ASTA, in cooperation with CASS, develop a sample performance assessment instrument for evaluating school superintendents.

The Committee made no recommendation on the subject of certification, where levels of agreement were neutral on the whole, and where chairmen and superintendents registered disagreement on the question of a competency examination. It would appear that superintendent certification is not desirable at this time. It may well be that a recognized path through a university graduate program and changes to provincial minimum qualifications, as recommended, would make a superintendent certificate redundant.

Other areas of neutrality or disagreement were provincial approval of superintendent appointments and terminations, and criteria of superintendent evaluations. These are areas that would appear to warrant priority in the discussions of CASS and the ASTA within the broader contexts of recruitment, contracts and development of a sample performance assessment instrument, as recommended above.

Finally, at the time of writing, the draft Superintendent of Schools Regulation under the School Act (Bill 27) is being circulated for comment. While the recommendations contained herein concerning superintendent qualifications may be regarded as the Committee's response to this draft regulation, it is important that the recommendations and the regulation be considered together. Amendments to the regulation may be the first step toward a leadership role for superintendents and an improved superintendency that will in turn enhance the education provided Alberta students. The present paper is intended as a contribution not only to the issue immediately at hand, but to the entire discussion process.

**APPENDIX A**

A Leadership Role for Superintendents

for Today and for the Future

Findings of a Survey

of Alberta School Board Chairmen and Superintendents

July 1988

| SKILLS | RANK | |
|---|---|---|
| | C* | S |
| A SUPERINTENDENT NEEDS TO HAVE THE ABILITY TO: | | |
| Gather information | 10.5 | 13.5 |
| Analyze information | 10.5 | 15 |
| Synthesize information | 4 | 2 |
| Interpret information | 8 | 11 |
| Use theory/new ideas | 14 | 4 |
| Be sensitive to others | 5 | 3 |
| Listen to others | 13 | 13.5 |
| Relate to others | 6 | 7 |
| Learn from others | - | - |
| Resove conflicts | 3 | 10 |
| Take risks | 15 | 12 |
| Influence others | 9 | 9 |
| Make decisions | 1 | 1 |
| Delegate responsibilities | 7 | 6 |
| Organize | 2 | 5 |
| Speak clearly | 16.5 | 16.5 |
| Write clearly | 16.5 | 16.5 |
| Introduce changes | 12 | 8 |
| **CHARACTERISTICS** | | |
| A SUPERINTENDENT NEEDS TO BE; | | |
| Adaptable/Flexible | 4 | 3 |
| Well-groomed | 16 | - |
| Ambitious | 14 | 15 |
| Trustworthy/Dependable/Sincere | 1 | 1 |
| Approachable | 8.5 | 9 |
| Caring/Concerned | 8.5 | 6 |
| Persistent/Persevering | 15 | 14 |
| Stress tolerant | 3 | 5 |
| Confident | 10 | 11 |
| Intuitive/Spontaneous/Instinctive | 13 | 13 |
| Consistent/Fair | 5 | 7.5 |
| Intelligent | 6 | 7.5 |
| Creative/Imaginative | 12 | 4 |
| Humorous/Witty | - | - |
| Enthusiastic | 11 | 10 |
| Ethical/Moral/Principled | 2 | 2 |
| Pragmatic/Practical | 7 | 12 |

| TASK AREAS | RANK | |
|---|---|---|
| | C | S |
| A SUPERINTENDENT IS RESPONSIBLE FOR: | | |
| Planning/Policy development | 1 | 1 |
| Bus transportation | 10 | - |
| Evaluation | 3 | 4 |
| Student services | 8 | 7 |
| Working with trustees | 2 | 2 |
| Facilities | 9 | 9 |
| Public relations | 5.5 | 3 |
| District programs | 5.5 | 6 |
| Managing staff | 4 | 5 |
| Business management | 7 | 8 |
| **ENVIRONMENT** | | |
| A SUPERINTENDENT IS INFLUENCED BY: | | |
| PEOPLE | | |
| Alberta Education managers | 3 | 5 |
| Board chairmen | 8 | 9 |
| Deputy superintendents | 7 | 7 |
| Parents | 4 | 2 |
| Pressure groups | 6 | 8 |
| Principals | 2 | 3 |
| Secretary/Treasurers | 10 | 10 |
| Students | 9 | 4 |
| Teachers | 5 | 6 |
| Board of trustees | 1 | 1 |
| SITUATION | | |
| Financial resources | 1 | 1 |
| Election of board of trustees | 3 | 4 |
| Local vs. Provincial appointment | 8 | 8 |
| Media | 9 | 9 |
| Number of central office staff | 7 | 7 |
| Public or separate system | 5.5 | 6 |
| Rural or urban location | 5.5 | 5 |
| Size of school system | 2 | 2 |
| Type of school system | 4 | 3 |

* C = Board Chairman S = Superintendent of Schools

## APPENDIX B

Issues in the Superintendency

Findings of a Survey

of Alberta School Board Chairmen and Superintendents

July 1988

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| **ROLE** | | | | | | |
| 1. Skills of superintendents need to be measured by some formal process | 3.92 | 3.64 | 4.30 | 2.28 | .000 | S |
| 2. Personality inventories should be used to measure personal characteristics of superintendents | 2.91 | 2.64 | 3.28 | 1.31 | .215 | NS |
| 3. Influences of situational variables on a superintendent role need to be measured by some formal process | 3.36 | 3.26 | 3.55 | 1.73 | .011 | S |
| **EDUCATION** | | | | | | |
| 4. The minimum university qualifications of superintendents should be: | | | | | | |
| a. bachelor'sdegree | 2.45 | 2.08 | 3.03 | 1.22 | .430 | NS |
| b. graduate diploma | 2.67 | 2.74 | 2.92 | 1.32 | .279 | NS |
| c. master's degree | 4.36 | 4.52 | 4.23 | 1.27 | .262 | NS |
| d. doctoral degree | 2.49 | 2.38 | 2.83 | 1.09 | .742 | NS |
| 5. The university qualifications in education required for superintendents should be: | | | | | | |
| a. none | 1.22 | 1.23 | 1.38 | 1.86 | .018 | S |
| b. at least one degree at any level | 2.78 | 2.60 | 3.16 | 1.12 | .647 | NS |
| c. a graduate level diploma or degree | 4.10 | 4.36 | 3.90 | 1.62 | .031 | S |
| d. all degrees | 2.79 | 2.66 | 3.00 | 1.21 | .451 | NS |
| 6. Alberta universities should offer a special graduate program for superintendents and/or those aspiring to be superintendents | 3.46 | 3.27 | 3.72 | 1.62 | .024 | S |
| 7. University courses for administrators should emphasize: | | | | | | |
| a. knowledge acquisition | 3.85 | 3.88 | 3.96 | 1.65 | .022 | S |
| b. skills development | 4.43 | 4.41 | 4.51 | 1.77 | .008 | S |
| **EXPERIENCE** | | | | | | |
| 8. The minimum teaching experience required for school superintendents should be: | | | | | | |
| a. none | 1.03 | 1.69 | 1.16 | 4.31 | .000 | S |
| b. 2 years | 1.42 | 1.45 | 1.52 | 1.09 | .719 | NS |
| c. 5 years | 3.45 | 3.68 | 3.35 | 1.08 | .738 | NS |
| d. more than 5 years | 3.99 | 4.02 | 4.26 | 1.53 | .061 | S |

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| 9. The minimum administrative experience in education for superintendents should be: | | | | | | |
| a. none | 1.16 | 1.12 | 1.37 | 5.72 | .000 | S |
| b. 2 years | 2.25 | 2.17 | 2.47 | 1.12 | .632 | NS |
| c. 5 years | 3.76 | 3.92 | 3.68 | 1.11 | .629 | NS |
| d. more than 5 years | 3.72 | 3.83 | 3.82 | 1.23 | .393 | NS |
| **CERTIFICATION** | | | | | | |
| 10. There should be a superintendent certificate available in Alberta | 3.03 | 2.71 | 3.46 | 1.47 | .075 | S |
| 11. Issuing of a superintendent certificate should be dependent upon an individual having: | | | | | | |
| a. minimum university qualifications | 3.26 | 3.56 | 3.82 | 2.12 | .001 | S |
| b. minimum experience requirements | 3.39 | 3.68 | 3.88 | 1.97 | .003 | S |
| c. successfully completed an oral and/or written competency examination | 2.86 | 2.62 | 3.74 | 1.64 | .029 | S |
| 12. A superintendent certificate should be optional for practicing Alberta school superintendents | 2.96 | 3.20 | 3.02 | 1.24 | .326 | NS |
| 13. A superintendent certificate should be required for practicing Alberta school superintendents: | | | | | | |
| a. newly appointed superintendents only | 2.55 | 2.60 | 2.73 | 1.04 | .868 | NS |
| b. all superintendents within five years | 2.58 | 2.48 | 2.96 | 1.13 | .575 | NS |
| 14. Superintendent certificates should be issued by: | | | | | | |
| a. Alberta Education | 2.72 | 2.67 | 3.35 | 1.43 | .129 | NS |
| b. CASS | 2.79 | 3.00 | 3.14 | 1.41 | .145 | NS |
| **RECRUITMENT AND SELECTION** | | | | | | |
| 15. Recruitment and selection of superintendents should involve the following: | | | | | | |
| a. board of trustees | 4.73 | 4.68 | 4.79 | 1.42 | .103 | NS |
| b. central office staff | 2.70 | 2.90 | 2.71 | 1.08 | .736 | NS |
| c. teaching staff | 2.16 | 2.24 | 2.32 | 1.07 | .748 | NS |
| d. Alberta School Trustees' Association | 2.28 | 2.21 | 2.56 | 1.08 | .729 | NS |
| e. Alberta Education | 2.44 | 2.45 | 2.64 | 1.07 | .766 | NS |
| f. executive search agency | 2.36 | 2.50 | 2.48 | 1.00 | .996 | NS |

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| 16. Appointment of superintendents should be subject to final approval by the Province..... | 2.96 | 3.30 | 2.57 | 1.00 | .980 | NS |
| 17. Verifying qualifications of newly hired superintendents should be a responsibility | | | | | | |
| a. of the hiring school board..... | 4.27 | 4.20 | 4.39 | 1.43 | .102 | NS |
| b. of Alberta Education..... | 3.26 | 3.22 | 3.43 | 1.46 | .096 | S |
| c. of CASS..... | 2.91 | 2.86 | 3.20 | 1.72 | .018 | S |
| 18. There should be written contracts of employment between school boards and superintendents..... | 4.74 | 4.72 | 4.76 | 2.43 | .000 | S |
| 19. The following items should be included in a superintendent contract: | | | | | | |
| a. role description | | | | | | |
| ° tasks (duties and responsibilities)..... | 4.64 | 4.61 | 4.67 | 1.62 | .024 | S |
| ° skills desired..... | 3.38 | 3.11 | 3.78 | 1.34 | .182 | NS |
| ° personal characteristics desired..... | 3.09 | 2.81 | 3.52 | 1.18 | .446 | NS |
| b. designation as chief executive officer of the board..... | 4.65 | 4.86 | 4.47 | 4.54 | .000 | S |
| c. compensation package | | | | | | |
| ° salary..... | 4.73 | 4.83 | 4.62 | 1.70 | .012 | S |
| ° health care programs, insurance..... | 4.61 | 4.75 | 4.45 | 1.69 | .013 | S |
| ° life and disability insurance..... | 4.50 | 4.72 | 4.25 | 1.76 | .008 | S |
| ° travel expenses..... | 4.43 | 4.66 | 4.18 | 1.81 | .005 | S |
| ° allowances in addition to basic salary..... | 4.32 | 4.67 | 3.92 | 2.81 | .000 | S |
| ° length of yearly paid vacation..... | 4.56 | 4.72 | 4.38 | 1.69 | .014 | S |
| ° memberships and expenses in professional organizations..... | 4.37 | 4.63 | 4.04 | 1.67 | .023 | S |
| ° educational leave..... | 4.34 | 4.67 | 3.98 | 2.17 | .000 | S |
| ° sick leave..... | 4.39 | 4.67 | 4.08 | 1.87 | .003 | S |
| ° deferred salary..... | 4.32 | 4.63 | 3.98 | 2.22 | .000 | S |
| ° pension..... | 3.89 | 4.18 | 3.60 | 1.21 | .380 | NS |
| ° retirement plan..... | 4.18 | 4.49 | 3.92 | 1.65 | .019 | S |
| ° bonuses..... | 4.05 | 4.31 | 3.75 | 1.45 | .077 | S |
| d. evaluation procedures..... | 4.54 | 4.70 | 4.40 | 1.33 | .174 | NS |
| e. term of contract..... | 4.58 | 4.64 | 4.51 | 1.09 | .700 | NS |
| f. liability insurance..... | 4,18 | 4.53 | 3.93 | 1.54 | .045 | S |
| g. termination clause..... | 4.62 | 4.75 | 4.48 | 1.55 | .040 | S |
| h. contract arbitration procedures..... | 4.22 | 4.49 | 4.01 | 1.34 | .173 | NS |
| 20. Termination of superintendent contracts should be subject to final approval by the Province..... | 2.26 | 2.84 | 1.64 | 2.60 | .000 | S |

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| **PROFESSIONAL DEVELOPMENT** | | | | | | |
| 21. Regular professional development by superintendents should be: | | | | | | |
| a. a provincial requirement | 2.65 | 2.63 | 2.77 | 1.22 | .370 | NS |
| b. as agreed to by boards and superintendents | 4.37 | 4.36 | 4.43 | 2.19 | .000 | S |
| 22. Professional development needs should be determined by: | | | | | | |
| a. the board of trustees | 3.38 | 3.25 | 3.64 | 1.46 | .086 | S |
| b. the superintendent | 4.19 | 4.51 | 3.91 | 1.59 | .030 | S |
| c. priorities established by the board and the superintendent at the beginning of an appraisal period | 4.27 | 4.11 | 4.45 | 2.17 | .000 | S |
| d. results of a superintendent performance evaluation | 3.91 | 3.96 | 3.95 | 1.22 | 3.47 | NS |
| **EVALUATION** | | | | | | |
| 23. A superintendent should be evaluated formally: | | | | | | |
| a. never | 1.19 | 1.21 | 1.34 | 2.28 | .000 | S |
| b. annually | 4.18 | 4.20 | 4.15 | 1.06 | .804 | NS |
| c. at least once during a term, if a superintendent has a term contract | 3.39 | 3.74 | 3.61 | 1.03 | .909 | NS |
| 24. The superintendent evaluation should be in the form of: | | | | | | |
| a. an oral report | 3.01 | 2.90 | 3.23 | 1.27 | .299 | NS |
| b. a written report | 4.60 | 4.70 | 4.49 | 1.26 | .279 | NS |
| 25. A superintendent evaluation should be based on: | | | | | | |
| a. task accomplishments | 4.58 | 4.66 | 4.49 | 1.06 | .779 | NS |
| b. skills or abilities utilized | 4.31 | 4.23 | 4.42 | 2.04 | .001 | S |
| c. personal characteristics utilized | 3.90 | 3.78 | 4.07 | 1.97 | .002 | S |
| d. people and situational factors that influenced the superintendent's performance | 3.86 | 3.79 | 3.98 | 1.97 | .002 | S |

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| 26. The criteria for each evaluation period should be: | | | | | | |
| a. an all-inclusive list of tasks, skills, personal characteristics and/or people and situational factors | 3.26 | 2.94 | 3.65 | 1.09 | .698 | NS |
| b. a priority list of tasks, skills, personal characteristics and/or people and situational factors | 3.98 | 3.99 | 4.06 | 1.32 | .197 | NS |
| 27. Criteria for an evaluation should be: | | | | | | |
| a. set by the board | 2.42 | 1.98 | 3.21 | 1.48 | .086 | S |
| b. mutually agreed to by the board of trustees and the superintendent | 4.62 | 4.82 | 4.39 | 2.93 | .000 | S |
| 28. A prepared evaluation instrument/form should be utilized in the evaluation | 4.16 | 4.08 | 4.24 | 1.76 | .008 | S |
| 29. The methods used in the evaluation instrument should include: | | | | | | |
| a. checklist | 3.54 | 3.30 | 3.86 | 1.32 | .203 | NS |
| b. rating scale | 3.75 | 3.41 | 4.13 | 1.94 | .002 | S |
| c. written narrative | 4.21 | 4.28 | 4.12 | 1.19 | .403 | NS |
| 30. A formal evaluation of a superintendent should involve: | | | | | | |
| a. board of trustees | 4.68 | 4.68 | 4.67 | 1.12 | .586 | NS |
| b. superintendent self-evaluation | 4.01 | 4.17 | 3.96 | 1.28 | .259 | NS |
| c. an external superintendent | 2.29 | 2.37 | 2.34 | 1.05 | .829 | NS |
| d. teachers | 2.58 | 2.65 | 2.68 | 1.13 | .571 | NS |
| e. Alberta Education personnel | 2.47 | 2.47 | 2.59 | 1.04 | .854 | NS |
| f. parents | 2.41 | 2.43 | 2.53 | 1.07 | .752 | NS |
| 31. The superintendent should be provided with an opportunity to evaluate the board, orally or in writing, with regard to board actions as they have affected superintendent performance | 3.86 | 3.66 | 4.12 | 1.45 | .084 | S |

| Statement | Sample Mean | Group Means | | F Ratio | F Prob. | Sig. |
|---|---|---|---|---|---|---|
| | | Supt. | Chair. | | | |
| **LEGISLATION** | | | | | | |
| 32. There should be written provincial superintendent evaluation policies | 2.94 | 2.89 | 3.04 | 1.22 | .351 | NS |
| 33. Chief Executive Officer should be defined: | | | | | | |
| a. in the School Act | 4.00 | 4.34 | 3.70 | 1.26 | .280 | NS |
| b. in regulations | 3.07 | 3.21 | 3.16 | 1.68 | .025 | S |
| c. in policy of Alberta Education | 3.07 | 3.22 | 3.11 | 2.00 | .003 | S |
| d. in school board policy | 4.20 | 4.22 | 4.27 | 1.88 | .005 | S |
| e. in individual contracts of employment | 4.09 | 4.24 | 4.08 | 1.65 | .026 | S |
| 34. There should be a Superintendent of Schools Profession Act, so that the superintendency would be recognized as a profession | 3.20 | 3.38 | 3.00 | 1.05 | .807 | NS |

| BACKGROUND INFORMATION | Frequency |
|---|---|
| 1. What is your present position in education? | |
| (1) SCHOOL BOARD CHAIRMAN | 86 |
| (2) SUPERINTENDENT | 97 |
| 2. How long have you occupied the position? | |
| (1) LESS THAN ONE YEAR | 27 |
| (2) 1 TO 1.9 YEARS | 42 |
| (3) 2 TO 2.9 YEARS | 22 |
| (4) 3 TO 4.9 YEARS | 29 |
| (5) 5 TO 9.9 YEARS | 37 |
| (6) 10 TO 14.9 YEARS | 11 |
| (7) 15 YEARS OR MORE | 14 |
| 3. Which best describes the jurisdiction? | |
| (1) CITY DISTRICT | 39 |
| (2) COUNTY | 43 |
| (3) SCHOOL DIVISION | 42 |
| (4) SEVERAL DISTRICTS SHARING A SUPERINTENDENT | 23 |
| (5) TOWN DISTRICT | 28 |
| (6) OTHER (PLEASE SPECIFY) _____ | 07 |
| 4. How many teachers are employed? | |
| (1) FEWER THAN 50 | 45 |
| (2) 51 TO 100 | 44 |
| (3) 101 TO 200 | 62 |
| (4) 201 TO 500 | 23 |
| (5) 501 OR MORE | 09 |